Preschool: Language
and Literacy Part III

Use Interactive
and Dialogic Reading

Professional Development Module
Montana Office of Public Instruction

No media
No handout

➢Preparation: Arrive at least a half hour early. Have your space set-up at least fifteen minutes before participants arrive. Greet participants as they arrive to establish rapport.

➢Materials Needed: Parking lot, pencil boxes, pencils, sticky notes, highlighters, markers, chart paper, tape, music of your choice, speakers, projector, screen

➢Introduction: *Introduce yourself briefly, and establish a connection with the audience. Begin by highlighting your background in education. Tell about a brief personal experience that assures participants of your knowledge base, and also lets them know that you understand their situation.*

No Media
No Handouts

Say: Each practice is organized on the Doing What Works website into these four categories.

Practice Summary
This section offers an overview of the practice & see the issues it addresses. These slides are indicated with the orange globe icon.

Learn What Works
This section offers a better understand about the research base behind the practice. These slides are indicated with the green circle icon.
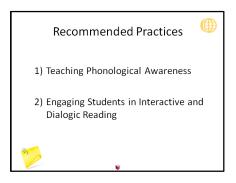
See How It Works
This section offers examples of schools engaged in these practices. These slides are indicated with the blue cog icon.

Do What Works
This section offers action ideas and examples of tools to improve your own practice. This section pulls all of the ideas together from the previous three sections. These slides are indicated with an icon that displays an orange circle with an arrow in it.

Recommended Practices

1) Teaching Phonological Awareness

2) Engaging Students in Interactive and
   Dialogic Reading

No Media
Handout #1: Preschool Next Steps

Say: *According to the Preschool Language and Literacy Overview Video, there are 2 main research-based, instructional practice recommendations for improving the quality of preschool language and literacy instruction that are closely related to later success in reading. They are Teaching Phonological Awareness and Engaging Students in Interactive and Dialogic Reading. Using both recommended practices improves the language and literacy skills of pre-school aged children. We are going to look closer at the first Recommended Practice-Teaching Phonological Awareness.*

Find your Preschool Language and Literacy Next Steps. Use this form to record personal goals and action steps that you set for yourself during the training.

Key Concepts

- Two Recommended Practices
  – Teaching Phonological Awareness
  – Engaging Students in Interactive and Dialogic Reading

- Using Both Recommended Practices Improves the Language and Literacy Skills of Pre-School Aged Children

No Media
No Handouts

Say: *As we learned in the overview, there are 2 main research-based, instructional practice recommendations for improving the quality of preschool literacy instruction. They are Teaching Phonological Awareness and Engaging Students in Interactive and Dialogic Reading.*

The use of both of these practices together improves the language and literacy skills of preschool-aged children. We are going to take a closer look at Recommended Practice #2: Engaging Students in Interactive and Dialogic Reading today.

Recommended Practice #2

Use Interactive and Dialogic Reading

No Media
No Handout

Say: *Interactive and Dialogic Reading are interactive shared picture book reading practices designed to enhance young children's language and literacy skills.*
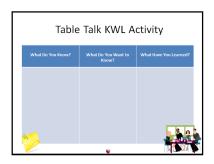
Practice Summary

Engage preschool children in interactive reading and dialogic reading to improve language and literacy skills.

No Media
No Handouts

Say: *Preschool children, ages 3 to 5, develop early reading and language skills when teachers use interactive and dialogic reading strategies. In interactive reading, children talk with the teacher about the pictures and story; dialogic reading uses a more systematic method to scaffold adult-child language interaction around storybook reading.*

Teachers can help children develop language skills by engaging them before, during, and/or after reading the text through explicit interactive techniques such as asking them to point to the story title, predict what might happen next, and retell story events. Dialogic reading can be used to assess and support oral language and vocabulary development through multiple readings, during which the teacher helps the child become the storyteller by gradually using higher level questions to move the child beyond naming objects in pictures to thinking more about what is happening in the pictures, and how this relates to his own experiences.

Table Talk KWL Activity

No media
Handout #2: KWL Chart

➤Preparation: Create a KWL chart from three pieces of chart paper. Write "K" What do you KNOW?, "W" What do you Want to KNOW, and "L" What have you LEARNED at the top of each chart paper.

➤Materials: Chart paper and marker.

➤Participants should stay in their table groups.

Say: *In your table groups you are going to fill out the first two columns of your KWL chart handout. Please identify a spokesperson for your group to share one thing you know and one thing you want to know about Interactive and Dialogic Reading to the rest of the group. Generate many answers as you will need to share something different than what the other groups have shared. You also have a small KWL chart that you can fill in for yourself.*

Allow 5-7 minutes for groups to generate ideas for first two columns.

Randomly choose groups to share and write their answers on the chart paper (allow 3-4 minutes for individual check-in).

Media: Preschool and Literacy visual diagram (already embedded)
Handout #3: Preschool and Literacy visual diagram

Say: *Here is the Doing What Works Preschool Language and Literacy Diagram we have seen before. On the right hand side of the diagram we see a teacher using Interactive and Dialogic Reading techniques with a group of students. Take a moment to read through the teacher/child dialogue. (Allow 1-2 minutes for teachers to read the dialogue)*

Ask: *Does this sound similar to conversations that currently take place in your classroom? Is this a practice you are currently using? We are going to learn more about these two techniques and how to effectively use them with more intentionality and purpose in our classrooms.*

Multimedia Overview:
Interactive and Dialogic Reading in Preschool

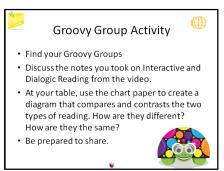Media: Interactive and Dialogic Reading in Preschool Video (9:30 min)
No Handout: A piece of scratch paper

Say: *You are going to watch a video that explains interactive and dialogic reading, its importance to children's language development, and how teachers can implement this practice. It highlights the teacher's use of questioning techniques to engage children in a story and the features that distinguish dialogic reading from other interactive approaches.*

Before we watch the video, please take find a scratch piece of paper and fold it in half creating two columns. Title one column Interactive Reading, and the other Dialogic Reading. As you watch and listen to the video overview, write the definition of the two strategies, the different techniques for each strategy.

➢Watch the video

Groovy Group Activity

- Find your Groovy Groups
- Discuss the notes you took on Interactive and Dialogic Reading from the video.
- At your table, use the chart paper to create a diagram that compares and contrasts the two types of reading. How are they different? How are they the same?
- Be prepared to share.

No Media
Handout: Notes taken from the video

Say: *For this activity you are going to need to find your Groovy Group. On a piece of chart paper and using the notes you took during the video segment, create a diagram or visual to compare and contract Interactive and Dialogic Reading. Show how they are the same and how they are different. You can use a Venn Diagram, or create something different. Be prepared to share your visual.*

Key Concepts

- Research has shown a connection between the oral language skills of preschoolers and later reading proficiency.

- Interactive and dialogic reading are ideal methods for developing oral language and vocabulary skills.

- Use interactive and dialogic reading techniques before, during and after the story.

No media
No handouts

Say: *How we read to preschoolers is as important as how frequently we read to them. The Stony Brook Reading and Language Project has developed a method of reading to preschoolers that we call interactive and dialogic reading. When most adults share a book with a preschooler, they read and the child listens. In interactive and dialogic reading, the adult helps the child become the teller of the story. The adult becomes the listener, the questioner, the audience for the child. No one can learn to play the piano just by listening to someone else play. Likewise, no one can learn to read just by listening to someone else read. Children learn most from books when they are actively involved.*
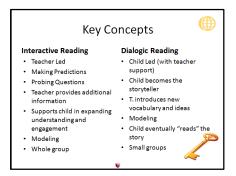
Learn What Works

Expert Interview Video:
Implementing Dialogic Reading

−Christopher Lonigan, Ph.D.
Florida Center for Reading Research, Florida State University

Media: Expert Interview Video- Implementing Dialogic Reading (8:16 min)
No handout

Say: *In this expert interview, Dr. Christopher Lonigan discusses dialogic reading, its importance to children's learning, key features, questioning techniques, lesson planning, and teacher support.*

Additional Information for Presenter:
Use systematic, explicit, interactive and dialogic reading strategies to engage children in conversations about a book and expand their responses in a meaningful context. Teachers should use explicit questioning techniques to engage children in discussion, ultimately improving their oral language and other literacy skills. Teachers need to identify learning goals, select appropriate books, and plan ahead for interactive reading sessions with small groups. A strong foundation in interactive and dialogic reading techniques enables the teacher to be an active listener and questioner who helps increase children's participation, and systematically helps them become storytellers. Use books with large narrative print, a limited number of words per page, and illustrations throughout. Book selection is an important part of interactive reading. Teachers should select books with simple narrative plots, numerous illustrations, and limited words per page. Predictable, repetitive books help children learn the patterned language so they can then "read" them to their teacher, peers, or on their own. Conduct adult-mediated 10-15 minute reading sessions several days a week. Regular small-group reading sessions with an adult give preschoolers the instruction and practice they need to develop oral language skills. Because this practice encourages a high degree of children's attention and participation, small-group sessions work best. Train teachers on the dialogic reading method of assessing and supporting children's vocabulary and language development through scaffolding and prompts. Professional development and classroom modeling activities focused on dialogic reading give teachers opportunities to practice and discuss how to sequence questions and gradually use higher-level prompts to improve classroom practice. Support teachers by providing modeling, coaching, and observation and include opportunities for practice and discussion. Professional development must be ongoing and include extensive practical activities, such as helping teachers understand how to organize and plan lessons using the developmental continuum and progress monitoring data. Teachers should practice and discuss instructional techniques and receive support and feedback from a coach or mentor.

Key Concepts

Interactive Reading

- Teacher Led
- Making Predictions
- Probing Questions
- Teacher provides additional information
- Supports child in expanding understanding and engagement
- Modeling
- Whole group

Dialogic Reading

- Child Led (with teacher support)
- Child becomes the storyteller
- T. introduces new vocabulary and ideas
- Modeling
- Child eventually "reads" the story
- Small groups

No Media
No Handout

Say: *This slide is very similar to the visual diagrams that you created in your Groovy Groups. Interactive and dialogic picture book reading provides children with many of the skills that are necessary for school readiness: vocabulary, sound structure, the meaning of print, the structure of stories and language, sustained attention, and the pleasure of learning to list a few. Virtually all children's books are appropriate for interactive and dialogic reading. The best books have rich detailed pictures, and are interesting to the child.*

Dialogic Reading Levels

- 3 Levels of Dialogic Reading
  - **Level 1**: "Wh-" questions; what, who, when, where, why?

  - **Level 2:** Open-ended questions related to telling the story.

  - **Level 3:** Making Connections

No Media
No Handout

Say: **Level 1** *of dialogic reading are simple "w-h" type questions: What is this? Who is this person? What is he doing? Why do you think he is doing that? This level is about the big things in the pictures, the big actions in the pictures, and the vocabulary in the book. Then the adults or teachers follow up the children responses with follow up questions.*

In **Level 2***, the types of questions change from the simple "w-h" type questions to a more open ended questions. The adult or teacher may ask, "Tell me about this page." Or, "What's happening?" This level gives a child ownership of what it is that they're going to tell about the book or what they're going to tell about the story.*

In **Level 3** *teachers will begin to connect what's going on in the book—either the things in the book or something about the story—to something in the child's own life, or maybe connecting the end part of the book with the beginning part of the book with questions like, "Well, do you remember what happened at the beginning of the story and why is he doing this?"*

Research shows that when children are exposed to shared reading using dialogic reading, that they really do acquire greater levels of development in their vocabulary and other aspects of language. So not only is it designed to produce language, but there's a number of research studies that actually demonstrate that children who are exposed to shared reading with dialogic reading, gained more vocabulary skills and other language skills than children who don't get exposed to dialogic reading.

Table Discussion Activity

- Choose a spokesperson and a recorder at your table
- Each table has a question about Interactive and Dialogic Reading.
- Discuss the question and record your answer to the question.
- Your spokesperson will share out.

No Media
No Handout

➢Preparation: Write each of the questions below on a separate index card and place one at each table before the training begins, or hand them out at the beginning of this activity.

Say: *In the center of your table you will find a card with a question on it. Discuss the answer to the question with your table mates. Choose a a recorder to write down the answer and a spokesperson to share out to the rest of the room.*

➢Allow 3-5 minutes for discussion.

➢Give each table one of these questions to discuss and illustrate the answer on chart paper (optional): then have each table share highlights from their discussion and the visual they created.

What is dialogic reading?
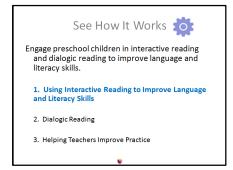What is the difference between dialogic reading and other types of shared book reading?
What are the key features and purpose of dialogic reading?
Explain the different levels of dialogic reading.
What is the value of using dialogic reading in small groups? Whole groups?
Why is it important to use dialogic reading and what is the impact of this practice on children's language development?

> ## See How It Works ⚙
>
> Engage preschool children in interactive reading and dialogic reading to improve language and literacy skills.
>
> **1. Using Interactive Reading to Improve Language and Literacy Skills**
>
> 2. Dialogic Reading
>
> 3. Helping Teachers Improve Practice

No Media
No Handouts

Say: *When engaging preschool children in interactive reading and dialogic reading to improve language and literacy skills there are three areas that we need to take a closer look at. The first is Using Interactive Reading Techniques, the second is learning more about the technique of Dialogic Reading and the third area looks. at Helping Teachers Improve their Practice. Let's start by finding out more about Using Interactive Reading to Improve Language and Literacy skills.*

Syracuse City School District,
New York

Where: Syracuse, New
York

Demographics:
90% Free or Reduced-
Price Lunch
22% Students with
Disabilities
15% English Learners

Type: Urban

Grade Level: Pre-
kindergarten

No Media

No Handout

Say: *To learn more about Using Interactive and Dialogic reading we are going to watch an expert interview from Syracuse City School District in New York. Here are the demographics for Syracuse.*

Additional Site Information:

The Syracuse Early Reading First program is administered through the Syracuse City School District, which provides strong support for the program. Pre-kindergarten is included in the district curriculum and pre-K and K teachers are trained in vertical teaming. The program's location in a high-poverty area with a large ELL population and an inclusionary education model has challenged staff in meeting the needs of children entering the program with varying language skills and at different developmental levels.

Syracuse's use of a scaffolded instructional approach to teach preschool language and literacy skills has been effective in improving children's learning outcomes. Intensive and ongoing professional development in using interactive and dialogic reading strategies and a continuum of phonological awareness skills to plan and differentiate instruction has played a critical role in improving classroom teaching. Coach-teacher partnerships have proven successful at maintaining program improvement through a process of inquiry, classroom observation, and on-site mentoring support.

The program's explicit instructional model incorporates an integrated approach to teaching phonological awareness skills throughout the day and the use of interactive and dialogic reading strategies to promote vocabulary, comprehension, and other oral language skill acquisition. Recognizing that instruction needs to be planned, intentional, and developmentally based has been an important lesson learned by Syracuse staff.

Syracuse's success is related to its commitment to sustaining the program through extensive teacher training and support based on the individual needs of teachers. Helping teachers understand how to use a developmental continuum to plan instruction and interactive techniques to engage children in learning has been essential to strengthening classroom practice.

Expert Interview Presentation: *Preparing an Interactive Reading Lesson*

— Mary Rea, Syracuse City School District, New York June 2007

Media: Preparing an Interactive Reading Lesson Presentation
Handout #4: Daily Lesson Plan for Four-Year-Olds

Say*: Watch preschool teacher, Mary Rea, plan an interactive reading lesson, including setting learning objectives, selecting books, and preparing prompts and questions. See an example in the Daily Lesson Plan for Four-Year-Olds Handout. While you watch the presentation, take 3 sticky notes and record 3 key ideas that you think are important when preparing an interactive reading lesson.*

60, 30, 15 Partner Activity

Choose one of the topics from your sticky notes and discuss the topic with your shoulder partner.
- Partner 1 Speaks for 60 seconds
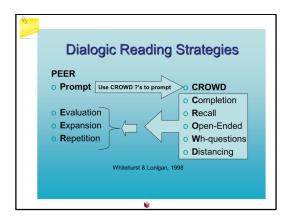- Partner 2 speaks for 30 seconds
- Partner 1 sums it up in 15

No Media
No Handout

➢Give participant's a chance to share with each other, and then ask for individuals to share with the rest of the room.

➢Allow 2-3 minutes for this activity, including the sharing out.
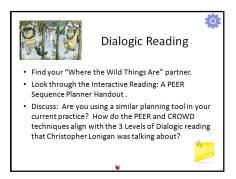
Dialogic Reading Strategies

No Media
Handout #5: Interactive Reading: A PEER Sequence Planner

Say*: Interactive and dialogic reading use a scaffolded method of assessing and supporting children's vocabulary and language development. As the child becomes increasingly familiar with a book, the adult reads less, listens more, and gradually uses higher level prompts to encourage the child to go beyond naming objects in the pictures to thinking more about what is happening in the pictures and how this relates to the child's own experiences. This planner is designed to help a teacher prepare for a reading lesson using the PEER sequence and prompts. The acronyms PEER and CROWD can help teachers remember the sequence and types of prompts to use. The PEER and CROWD sequences were developed by Grover J. (Russ) Whitehurst.*

The PEER Sequencing Model outlines the role of the teacher when conversing with the students about the book. First, the teacher needs to initiate the conversation with planned, leveled questions. Next, the teachers listens to and evaluates the responses the children give and then the teacher correctly repeats and expands the response using the CROWD questioning prompts. Let's look at the handout for an example of what this sounds like.

➢ *Use the given example in the handout to model what the PEER Sequencing sounds like.*

No Media
Handout #5: Interactive Reading: A PEER Sequence Planner

Say: *Find your "Where the Wild Things Are" partner.   Look through the Interactive Reading: A PEER Sequence Planner Handout. Discuss with your partner the following questions: Are you using a similar planning tool in your current practice? How do the PEER and CROWD techniques align with the 3 Levels of Dialogic reading that Christopher Lonigan was talking about?*

Tempe Early Reading First Partnership

Where: Tempe, Arizona

Type: Urban

Grade Level: Preschool

Demographics:

80% or more: Low income households
57%: Hispanic
43%: Non-Hispanic
50% or more: ELL
18%: Received special education services

No Media
No Handouts

Say: *Next we are going to listen to an administrator from the Tempe Early Reading First Partnership. Here are the demographics for this project.*

➤Walk through demographic information.

Expert Interview Audio: *Selecting Books for Interactive Reading*
– Shelly Gray
– Tempe Early Reading First Partnership

Media: Expert Interview Audio: Selecting Books for Interactive Reading *(5:38 min)*
Handout #6: Selecting Books for Interactive Reading Handout

Say: *Teachers need to know what to look for when selecting books for interactive reading. Hear an administrator describe how she trains teachers to make book selections. As you listen to Shelly, follow along with her on the handout, and using the highlighters provided, highlight important ideas and concepts that you hear.*

Should Partner Activity

Share at least three of the concepts or ideas from the audio interview that you highlighted with your shoulder partner.

No Media
Handout #6: Selecting Books for Interactive Reading Handout

Say: *Share at least three of the concepts or ideas from the audio interview that you highlighted with your shoulder partner.*

Key Concepts

- An interactive reading curriculum involves reading four types of books each week: expository, narrative, pattern, and rhyming
- True narrative books include problem and resolution.
- Criteria for selecting books include: size, range of language abilities; interesting; short
- It is important to have objectives for each reading of the book in lesson plan
- Preparation includes writing prompts, collecting related materials, checking translation, selecting group of children
- Tailoring book selection to children's language level

No Media
No Handouts

Say: Here are some of the Key Concepts for choosing Interactive Books to read. You may have highlighted these in your transcript of the conversation with Shelly Gray. Read this slide to yourself and check to see if you have these ideas highlighted.

No Media
No Handouts

Say: We've taken a look at Interactive Reading, now lets look closely at Dialogic Reading.

Syracuse City School District,
New York

Where: Syracuse, New
York

Demographics:
90% Free or Reduced-
Price Lunch
22% Students with
Disabilities
15% English Learners

Type: Urban

Grade Level: Pre-
kindergarten

No Media
No Handouts

Say: Our next presentation comes from the Syracuse City School District in New York. Let's review the demographics for this site.
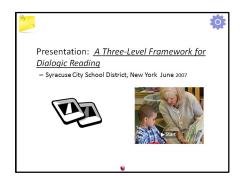
Additional Information for Trainer:
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Syracuse's use of a scaffolded instructional approach to teach preschool language and literacy skills has been effective in improving children's learning outcomes. Intensive and ongoing professional development in using interactive and dialogic reading strategies and a continuum of phonological awareness skills to plan and differentiate instruction has played a critical role in improving classroom teaching. Coach-teacher partnerships have proven successful at maintaining program improvement through a process of inquiry, classroom observation, and on-site mentoring support.

The program's explicit instructional model incorporates an integrated approach to teaching phonological awareness skills throughout the day and the use of interactive and dialogic reading strategies to promote vocabulary, comprehension, and other oral language skill acquisition. Recognizing that instruction needs to be planned, intentional, and developmentally based has been an important lesson learned by Syracuse staff.

Syracuse's success is related to its commitment to sustaining the program through extensive teacher training and support based on the individual needs of teachers. Helping teachers understand how to use a developmental continuum to plan instruction and interactive techniques to engage children in learning has been essential to strengthening classroom practice.

Presentation: _A Three-Level Framework for Dialogic Reading_
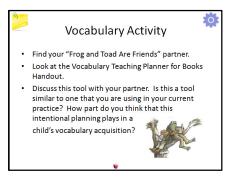— Syracuse City School District, New York June 2007

Media: A Three-Level Framework for Dialogic Reading Presentation
Handout #7: Preparing a Dialogic Reading Lesson
Handout #8: Vocabulary Teaching Planner for Books

Say: _Based on the dialogic reading framework described by Dr. Christopher Lonigan, this slideshow is a step-by-step guide to developing questions._

Vocabulary Activity

- Find your "Frog and Toad Are Friends" partner.
- Look at the Vocabulary Teaching Planner for Books Handout.
- Discuss this tool with your partner. Is this a tool similar to one that you are using in your current practice? How part do you think that this intentional planning plays in a child's vocabulary acquisition?

No Media
Handout #8: Vocabulary Teaching Planner for Books

Say: *Find your "Frog and Toad are Friends" partner. Look at the Vocabulary Teaching Planner for Books Handout. Discuss this tool with your partner. Is this a tool similar to one that you are using in your current practice? How part do you think that this intentional planning plays in a child's vocabulary acquisition?*

See How It Works ⚙

Engage preschool children in interactive reading
and dialogic reading to improve language and
literacy skills.

1. Using Interactive Reading and Dialogic Reading to
Improve Language and Literacy Skills

2. Dialogic Reading

3. **Helping Teachers Improve Practice**

No Media
No Handouts

Say: *Although teachers may have the head knowledge on the importance and power of interactive and dialogic reading and would like to begin incorporating these techniques into their classroom instruction, research shows that for teachers to take that next step they need additional training, coaching and support.*

Ready to Learn Providence
Rhode Island

Where: Providence, RI

Type: Urban

Grade Level: Pre-kindergarten

Demographics:
90% Free or Reduced-Price Lunch

No Media
No Handouts

Say: *Ready to Learn Providence (R2LP) has built a collaboration with partners in the community and administers two Early Reading First grants. Program staff spoke about the importance of creating a community of adult learners, which is central to their work.*

The primary goals of the preschool program are to improve children's vocabulary, comprehension, phonological awareness, and letter and sound recognition skills. Teachers have been trained to teach phonological awareness along a skills continuum. The program promotes teaching in small groups and has found that while teachers generally start out most comfortable with large groups, they soon make the transition. Phonological awareness is taught in small groups and integrated in daily classroom activities. Teachers are also skilled in using interactive reading strategies.

Media: Expert Interview Audio: Helping Teachers Learn New Practice **(5:17 min)**
Handout #9: Helping Teachers Learn New Practice Transcript

Say: *Let's listen as preschool director, Christine Chiacu-Forsythe, describes how mentors form reciprocal relationships with teachers; employ observational and assessment data to engage teachers in developing action plans; and use videos to promote reflection. As you listen to this interview, follow along with Christine Chiacu-Forsythe, and using the highlighters provided, highlight the important concepts and ideas from the interview.*

Table Talk Activity

- At your table, discuss the following questions:
    - What were the principles for relationship-based support of teachers that Christine talked about?
    - What is the role of mentor in daily support for teachers?
    - What was the process for setting mutual goals: teacher, mentor, coach?
    - How are they incorporating video for reflection?

No Media
No Handout

Say: *At your tables, take a few minutes to discuss these questions about the audio you just heard. Then we will discuss these briefly as a whole group. (*Allow 5-10 minutes for discussion)

➢Discuss these questions (5 minutes) as a whole group with participants sharing out what was discussed at their table.

Media: Expert Interview Video: Partnering with a Coach to Improve Instruction (6:27 min)
No Handouts

Say: *Listen to a coach and teacher discuss how they formed a partnership, the coaching conversations that were most helpful, and the ways they worked together to differentiate instruction for bilingual students.*

Expert Interview Audio: _Training Coaches/Mentors to Work with Teachers_
- Shelly Gray
- Tempe Early Reading First Partnership

Media: Expert Interview Audio: Training Coaches/Mentors to Work with Teachers (8:47 min)
Handout #10: Training Coaches/Mentors to Work with Teachers Transcript
Handout #11: Mentor Log: Planning On-site Training with Teachers

Say: _Listen to a director explain what mentors need to know about modeling, helping teachers develop lesson plans, and providing feedback. As you listen, look at the Mentor Log: Planning On-Site Training With Teachers._
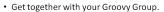
➢Listen to the audio interview.

➢After the audio:

Say: _In Tempe, mentors are trained to work together with preschool teachers to set goals and plan mentoring activities. Once the mentor and teacher have identified goals, they plan a modeling-observation-feedback-action cycle to ensure that effective teaching strategies are implemented and sustained in the classroom._

Groovy Group Activity

- Get together with your Groovy Group.
- Discuss having a coach or mentor support you in your classroom. What are the pro's? What are the con's? Is this something currently happening at your site?
- Discuss the *Mentor Log: Planning On-Site Training With Teachers Handout.*

No Media
No Handout

Say: *Get together with your Groovy Group. Identify who will be the spokesperson for the group for this activity. This should be a different person than the person who was spokesperson during the last group activity. Discuss having a coach or mentor support you in your classroom. What are the pro's? What are the con's? Is this a current role at your center or site?*

Expert Interview Video: _Developing a Coaching Program_
-Karen Howard, Early Childhood Director
-Paula Ilacqua-Morales, Project Facilitator
-Syracuse City School District (NY)

Media: Expert Interview Video-Developing a Coaching Program (5:03 min)
No Handout

Say: *On-site coaching programs are effective in helping teachers implement and sustain good practice. Watch a preschool director and literacy facilitator talk about what coaches need to know and do to be successful.*

Discussion Activity

- Find your KWL handout from the beginning of the training. Take 3 minutes to fill out the Learned portion of the chart. What have you learned about interactive and dialogic reading? What have you learned about the coaching/mentoring roles?
- Find your "Hungry Caterpillar" partner and share what you wrote.

No Media
Handout #1: KWL Chart

➢Give the directions for this activity.
➢Allow 5-10 minutes for discussion.

➢**The next Do What Works Section part of this training section addresses Early Childhood Directors, Principals and Literacy Coaches and/Mentors and may not be suitable for a training with teachers. Move to the closing slides at this point if you determine that the following slides are not relevant for your participants.**

Do What Works
Ideas in Action

Engage preschool children in interactive reading and dialogic reading to improve language and literacy skills.

No Media
No Handout

Say: *Teachers need to engage preschool children in interactive reading and dialogic reading to improve language and literacy skills.*

The next "Do What Works" section includes:

-Ideas in Action for the Early Childhood Program Directors and/or Leadership and,
-Ideas in Action for the Literacy Coach or Mentors

Ideas in Action for
Early Childhood Program Directors

What's the best way to work with early literacy coaches to help teachers learn how to use interactive reading techniques?

1. Develop a framework for a coaching program.

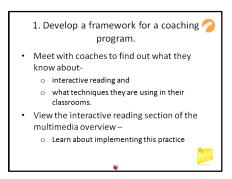2. Train coaches to work with teachers.

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Say: *As Program Directors and/or Preschool Principals you may ask yourself this question.*

Here are the Ideas in Action for Early Childhood Program Directors and Leadership-

First of all, work with your staff to develop a framework for a coaching program if one does not exist at your center, and second, train your coach or mentor how to work with teachers as a support as they perfect and refine their own instruction.

1. Develop a framework for a coaching program.

- Meet with coaches to find out what they know about-
  - o interactive reading and
  - o what techniques they are using in their classrooms.
- View the interactive reading section of the multimedia overview –
  - o Learn about implementing this practice

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Say: First, set up a staff development meeting or series of training sessions to review the "Learn What Works" resources for Interactive and Dialogic Reading using these discussion questions

View the interactive reading section of the multimedia overview to learn about implementing this practice.

> 1. Develop a framework for a coaching program.
> - Watch the Syracuse director and facilitator describe their three-year professional development plan
>   - Explain what coaches need to know and do to be successful
>   - Identify what components of this program might be a good match for your teachers.
> - Use the self-review tool as a basis for designing a coaching program.
>   - Identify specific coaching and professional development supports your teachers will need to implement this approach.

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Say: Next, watch the <u>Syracuse director and facilitator describe their three-year professional development plan</u> *and explain what coaches need to know and do to be successful. Identify what components of this program might be a good match for your teachers.*

•*Use the* <u>self-review tool</u> *as a basis for designing a coaching program. It can help you understand the components of effective coaching programs and assess progress towards putting these components in place. Identify specific coaching and professional development supports your teachers will need to implement this approach.*

2. Train coaches to work with teachers.

- Schedule a training session to teach coaches
  - strategies for partnering with teachers
  - ways to provide ongoing support through practical classroom activities
- Listen to Training Coaches/Mentors to Work With Teachers. Coaches will learn how to:
  - work with teachers to help them develop lesson plans
  - provide effective feedback
  - improve their knowledge and skills.

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Say: The second thing that you will need to do is to train your coaches how to work with teachers. To this you will need to schedule a training session to teach coaches strategies for partnering with teachers and ways to provide ongoing support through practical classroom activities, such as helping teachers plan lessons and use questioning techniques.

Listen to the Tempe preschool director describe how this program trains coaches and mentors to work with teachers to help them develop lesson plans, provide effective feedback, and improve their knowledge and skills.

2. Train coaches to work with teachers.

- Watch <u>Partnering with a Coach to Improve Instruction</u> expert interview video. Find out :
  – Coaches and mentors work together with teachers to improve instruction
  – how they can use on-site teacher support provided through modeling and coaching to implement and sustain good practice in your preschool classrooms.

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Say: You could also watch a [Syracuse coach and teacher discuss how they formed a partnership](#) and worked together to improve instruction. Talk with the coaches about how they can use on-site teacher support provided through modeling and coaching to implement and sustain good practice in your preschool classrooms.

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Literacy Coach or Mentor

What can I do to help teachers plan and implement interactive reading strategies?

1. Teach the components of interactive reading.

2. Model interactive reading techniques.

3. Provide ongoing support through observation and feedback sessions.

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Say: *Literacy coaches and/or class mentors might be asking themselves, "What can I do to help teachers plan and implement interactive reading strategies? First, you will need to teach the components of interactive reading, model the interactive reading techniques, and provide ongoing support through observation and feedback sessions. Let's look at each of these steps a little closer.*

> ### 1. Teach the components of interactive reading.
>
> - Meet in coach-teacher teams to learn about:
>   - the components of interactive reading strategies
>   - how to use questioning and prompting techniques to engage children in stories.
> - Use the Preschool and Literacy Diagram to start a discussion about interactive reading and instructional techniques
> - Use the Learning Together about Interactive and Dialogic Reading to
>   - clarify the team's understanding of interactive and dialogic reading and
>   - reflect on current interactive reading practices.

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Say: *Meet in coach-teacher teams to learn about the components of interactive reading strategies and how to use questioning and prompting techniques to engage children in stories.*

Use the visual diagram to start a discussion with teachers about interactive reading and instructional techniques.

Show the expert interview with Dr. Chris Lonigan and listen as he discusses how interactive reading can help develop children's vocabulary, comprehension, and other oral language skills and explains specific techniques for implementing this approach.

Use the professional development tool to clarify the team's understanding of interactive and dialogic reading and reflect on current interactive reading practices.

2. Model interactive reading techniques.

- Teachers need opportunities to watch and discuss interactive reading techniques in addition to having opportunities to practice and plan.
  - Model interactive reading during a classroom storytime and follow up with a discussion of what the teachers observed.

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Say: *Teachers need opportunities to watch and discuss interactive reading techniques in addition to having opportunities to practice and plan. Model interactive reading during a classroom storytime and follow up with a discussion of what the teachers observed.*

Before modeling, show the Preparing an Interactive Reading Lesson slideshow. Discuss specific lesson planning and questioning techniques you plan to use. After the lesson, ask the teachers to share what was observed and suggest ways these techniques can be used daily in the classroom.

As a follow-up, ask the teachers to listen to the Selecting Books for Interactive Reading for book selection tips. Provide copies of the storybook list and PEER sequence planner as resources to help teachers with planning and implementing interactive reading lessons

3. Provide ongoing support through observation and feedback sessions.

- Use observational and assessment data
  - to set goals
  - engage teachers in developing action plans for achieving these goals.

- Schedule a series of classroom observations
  - meet with the teacher prior to each observation to review lesson plans.
  - Use the self-reflection tool to determine coaching or mentoring needs
  - Schedule a feedback conference after the observation to discuss reactions and develop a plan for improving practice.

No Media
No Handouts

Say: Listen to the _Providence director describe how mentors and teachers form reciprocal relationships_ and use observational and assessment data to set goals and engage teachers in developing action plans for achieving these goals.

Schedule a series of classroom observations. Be sure to meet with the teacher prior to each observation to review lesson plans. Use the _observation and self-reflection tool to help teachers reflect on practice_ and determine coaching or mentoring needs. Schedule a feedback conference after the observation to discuss reactions and develop a plan for improving practice. The _mentor log_ can help you plan classroom observations and guide feedback sessions.

Ideas for Action Tools

- Learning Together About Interactive and Dialogic Reading
- Interactive and Dialogic Reading: Observing and Reflecting on Classroom Practice
- Designing Coaching and Mentoring Programs
- Starting Instructional Discussions Using a Visual Diagram

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Handout #12: Learning Together About Interactive and Dialogic Reading
Handout #13: Interactive and Dialogic Reading: Observing and Reflecting on Classroom Practice
Handout #14: Designing Coaching and Mentoring Programs
Handout #15: Starting Instructional Discussions Using a Visual Diagram

Say: Let's review the different tools that have been provided for you. Let's look first at the Learning Together about Interactive and Dialogic Reading. Set up a staff development meeting or series of training sessions to review the "Learn What Works" resources for Interactive and Dialogic Reading using these discussion questions.

Next, let's look at the Interactive and Dialogic Reading: Observing and Reflecting on Classroom Practice tool. This checklist can help teaching and coaching staff reflect on current practice and think about ways to improve the use of interactive and dialogic reading strategies. Coaches and mentors also can use this tool with teachers as a way to focus classroom observations and structure discussions during feedback conferences.

The next tool, Designing Coaching and Mentoring Programs, can be used by technical assistance or professional development providers to help preschool programs think about the key components necessary to establish effective coaching and mentoring programs and assess their own progress towards putting these components in place. This tool is an aid to determining what guidance and resources are needed to set up or improve an on-site support program for teachers.

And finally find Starting Instructional Discussions Using a Visual Diagram. Coaches and mentors often look for a "starting place" to engage teachers in discussions about how to improve instruction. Here are tips for how to use the visual diagram about classroom practices as a tool for jumpstarting these conversations.

Table Talk Closing Activity

- Find your Preschool Next Steps Handout
- At your table, discuss the ideas in action and the recommended tools.
- Discuss the Next Steps that need to happen at your site in order to begin effectively implementing Interactive and Dialogic reading in your classrooms.

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Handout #2: Preschool Next Steps

Say: *At your tables, take a few minutes to discuss these questions about the audio you just heard. Then, on your Next Steps Preschool Handout, record specific steps or goals on how to use interactive and dialogic reding to improve the instruction happening in your classroom. (*Allow 5-10 minutes for discussion)

➢**The next Do What Works Section of this part of this training section addresses Early Childhood Directors, Principals and Literacy Coaches and/Mentors and may not be suitable for a training with teachers. Move to the closing slides at this point if you determine that the following slides are not relevant for your participants.**

Learn What Works
Research Evidence

Dialogic Reading: The WWC found positive effects for oral language and no discernible effects for phonological processing. Findings from one study suggest that the level of implementation of *Dialogic Reading* influences the impact of the practice on children's oral language skills.

Interactive Shared Book Reading: The WWC found this practice to have mixed effects for oral language, no discernible effects for print knowledge, and potentially positive effects for early reading/writing.

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Learn What Works
Related Links

- **Children's Learning Institute Website: CIRCLE Professional Development** The Children's Learning Institute website provides links to resources and research on early literacy and teacher training. This section of the website defines phonological awareness and includes a phonological awareness continuum.

- **U.S. Department of Education: Early Reading First Program** The Early Reading First Program helps prepare children to enter kindergarten with the necessary language, cognitive, and early reading skills to prevent reading difficulties and ensure academic success. This website describes the program's key components and operation.

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Learn What Works

Related Links

¡Colorín Colorado!

This website provides information, activities, and advice for educators and Spanish-speaking families of English language learners (ELLs). Colorín Colorado's mission is to find research-based and best-practice information about teaching reading to ELLs and use the power and reach of the Internet to make it widely available to parents, educators, and policymakers. Because Spanish is the native language of 80 percent of ELLs, the site is currently focusing their bilingual efforts there. However, they do have some materials available in additional languages and are constantly looking to expand their language base. The site is an educational initiative of the WETA public television and radio station and a service of the Reading Rockets Project.

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Learn What Works
Related Links

- Reading Rockets

This website includes information and resources on phonological awareness, its relationship to early reading, and research-based guidelines for teaching both phonological and phonemic awareness. For example, the site provides information on techniques for teaching reading and strategies to help children who struggle in learning to read; a downloadable teachers' guide and online course with toolbox and modules for first-year teachers; and a list of articles and online/downloadable videos.

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